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ABSTRACT

A study was designed to test the hypothesis that different communication stages between nations--primitive, traditional, modern, and neomodern--provide important variables for explaining differences in pre-adults' conception of war in different countries. Although the two samples used in the study were drawn from two cultures which fall into the modern or neomodern stages, it was anticipated that the unility of various communication sources would vary. A ten-page instrument was administered to high school students in the United States (Seattle) and in Canada (Vancouver), consisting of questions to measure orientation to nine concepts related to war and peace, and devices to assess the value of 16 sources of these orientations. The results of a one-way analysis of variance showed a consistently higher utility of print and nonprint media sources among Canadian subjects, while a significantly higher utility of interpersonal sources and religion was found among United States subjects. Also, the findings show that more sources of orientation in the U.S. were geared to the development of notions about war and causes of war, while Canadian subjects seem to regard parts of the communication structure more conducive to the development of about peace and prevention of war. (SH)

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A COMPARATIVE STUDY ON PERCEIVED EFFECTS OF COMMUNICATION NETWORKS IN ACQUIRING INTERNATIONAL ORIENTATIONS[1,2]

Magnus Haavelsrud[3]

Pre-adults' conception of war in different countries differ and variables commonly used to explain such differences (e.g. personality variables, age, and social position) seem inadequate when analyzing the etiology of relationships (Haavelsrud, 1971, p.21). It is anticipated that the communication structure of a social system is a viable independent variable sui generis. It is also suggested that the greater the difference in communication structure between cultures, the greater will be the usefulness of this variable in explaining the variance found in differing orientations. In investigating these relationships one would ideally select samples from a cross-section of different

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communication and information systems. Galtung's (1967, pp.308-312) typology of stages of socio-economic development could be used for this purpose. One of the eight criteria employed by Galtung is communication: The primitive stage is characterized by walking, running, and rowing, with eye and ear information processing. The traditional stage is characterized by transportation by animals, wheels, and sailing, with dispatches as the basic information processing mechanism. The modern stage is known by its steam and combustion engine and postal, telephonic and telegraphic communication systems. In the neomodern stage, jet rockets and tele-satellite systems have arrived on the scene.

Due to resource limitations, samples from each of the four major types of communication structures could not be selected in the present study. Although the two samples in the present study were drawn from two cultures which fall into the modern or neomodern stages (Canada and the United States), it is anticipated that the utility of various communication sources will vary.

The purpose of this paper is to compare the relative utility of sixteen sources of orientations in the development of nine concepts related to peace and war among high school students in Seattle (United States) and Vancouver, B. C (Canada).

Methodology

Since the research model employed in the present study has been reported previously (Haavelsrud, 1970, pp. 19-32). Hence only a short summary of the methodology used will be given. The instrument consists of ten pages. Each page contains (1) questions to measure the individual's orientations to concepts related to war/peace, and (2) devices to assess the value of sources as they affected that orientation. It was decided that the inclusion of devices to assess source utility ought to be postponed until all the "orientations" for concepts had been identified. In this way, the orientations identified would not be influenced by the process of judging the value of sources (the latter were hidden by a cover sheet until all the "orientation questions" had been answered). The utility of a source is assessed by having the subjects indicate on a six-point scale the amount of influence each of a variety of potential sources has had on the respondent as he or she learned the answers to the questions on that page. To minimize response set, the sixteen scales are randomized on each page.

The orientations for each concept was measured by asking the nine questions listed below. (the abbreviation used later is written in capital letters) A rationale had

to be given for answers given to the five last questions below.

What do think about when you hear the word"war"?	WAR
What do you think about when you hear the word "peace"?	PEACE
What do you think leads to "war"?	CAUSES
What do you think can be done to prevent war?	PREVENTION
Do you think it is right for a country to take part in a war?	MORALITY
Do you think it is possible to avoid war?	AVOIDANCE
Is there anything inside people that causes war?	HUMAN NATURE I
You said you believe that there is something inside people that causes war. Do you believe that people are <u>born</u> this way or that people <u>learn</u> these feelings when they grow up?	HUMAN NATURE II
You said you believe that there is something inside people that causes war. Do you think people can be changed so that these feelings can be put to peaceful use?	HUMAN NATURE III

The two samples in the present study were selected as follows:

> Sample 1 (U.S.): This sample consists of 197 high school students drawn from a population of 2000 in a school district in Seattle. The subjects were drawn from classes that were not mandatory for any special group of students. Thus, a fairly representative sample was obtained.
>
> Sample 2 (Canada): This sample consists of 227 high school students drawn from a population of 2400 in Vancouver, B. C. No specific criteria for grouping students were used. Hence, even if whole classes were tested, a varied composition of students in each class was ensured. A fairly representative sample of the population is thereby selected.

A one-way analysis of variance was used. The independent variable in this experiment is nationality with two levels, viz. Canadian and American. The dependent variable is the rating of sixteen sources of orientation on a six-point scale for each of nine concepts. It is recognized that conclusions are based on samples of unequal size. However, it was not based on a discrepant value of a small sample versus an appearance of stability gained from a large sample. (S. Diamond, 1959, pp.126-127).

Results

Table 1 summarizes the significant differences between ratings for four concepts by Seattle subjects and Vancouver subjects. Interpersonal sources (family sources, friends, teacher, and minister or teacher in church) are rated

significantly higher for the concept WAR and/or CAUSES OF WAR by American students. In addition, the father is rated higher by Seattle subjects for PREVENTION. Two print sources (books and textbooks) are rated higher by Vancouver subjects for three or all four concepts. Motion pictures are also rated higher by Vancouver subjects. The radio is rated higher by Vancouver subjects for the concepts PEACE and PREVENTION. Content of religion is more seminal for high school students in Seattle in developing notions about WAR, PEACE and CAUSES. Reading Table 1 vertically, it is evident that of the sixteen sources five are rated significantly higher by Seattle subjects for the concept WAR and five are rated significantly higher for the concept CAUSES OF WAR. The corresponding numbers for the Canadian sample are four and three. When it comes to PEACE and/or PREVENTION OF WAR only one of the eleven sources (father or content of religion) are of significantly greater utility for the Seattle subjects, whereas three and five sources respectively are of significantly greater utility for the Vancouver subjects.

Insert Table 1 about here

Table 2 summarizes the significant differences between ratings for five concepts. Two interpersonal sources (father, friends) are rated higher by Seattle subjects for developing orientations about MORALITY and/or AVOIDANCE. For the latter concept teachers are rated higher by Vancouver subjects. MORALITY orientations are gained more from books and theater movies in Vancouver than in Seattle. Movies and radio also have greater impact on orientations towards AVOIDANCE. Most print and non-print media have greater impact on the development of basic notions about HUMAN NATURE among Vancouver subjects than Seattle subjects. Finally, Seattle subjects view content of religion as a more viable source than Vancouver subjects in the development of orientations about whether war can be avoided and whether man is equipped with war-like feelings from birth or whether he has learned these feelings.

Insert Table 2 about here

In addition to reporting significant differences in ratings of source utility between the two samples one should emphasize the lack of such significant differences for certain ratings. Ratings of three mass media sources and one school

source are not significantly different for any of the four concepts in Table 1. (TV at home, newspapers, magazines and TV in school). It should be emphasized that three of these sources are of primary utility, viz. TV at home, newspapers, and magazines. The average ratings of these sources are higher than any of the other ratings. As evident from Tables 1 and 2 some of the sources are not rated significantly different for all concepts.

INTERPRETATION OF FINDINGS

In this study significant differences between utility ratings of sixteen sources of orientations among high school students in Seattle and Vancouver for the development of nine concepts related to peace and war has been assessed according to student perception. Answers to why certain sources are perceived to be of varying utility for certain concepts in different communication structures are not provided. This is a research question that needs to be tackled. In this context a clarification of possible variables will be provided in the attempt to interpret present findings.

Due to the replicatory nature of the present study and the fact that the two samples are comparable, it is fair to assume that the impact of certain variables commonly used to explain differences are minimal or even absent. Such

variables include cognitive structure, social position, and personality variables. Consequently, causes of variance in utility must be sought in the external environment. The communication structure is presumably that part of the external environment exerting greatest impact on concept formation. Hence, the etiology of varying degree of utility in the two samples is centered around differences in communication structure.

Major components of the communication structure include (1) presence or absence of communication channel, (2) duration of exposure, (3) type of message transmitted, (4) presentation form, and (5) source credibility (J. Galtung, 1967, pp. 308-313, M. McLuhan, 1964, pp. 23-35, L. Thayer, 1968, D. T. Tosti and F. Ball, 1969, pp.5-26). All sixteen sources are present in both populations. It is hypothesized that maximum utility of a source in the development of a concept depends upon (1) long duration of exposure, (2) message relevant to concept, (3) efficiency in presentation form, and (4) high credibility of originator. Minimal utility of a source in the development of a concept will occur when the following conditions are present: (1) short duration, (2) message not relevant to concept, (3) little or no efficiency in presentation form and (4) low credibility of originator.

It is expected that where no significant difference occurred between the two ratings of a source that (1) no major differences are present in the two samples along the above dimensions or (2) if differences occur along some of the dimensions, these differences are without effect due to random variation. For example, it is conceivable that a source may have longer duration of exposure in one setting than in another and at the same time be perceived by observers as being of low credibility. In this manner, one factor difference may outweigh another factor difference. This conclusion applies to ratings of the following sources in Table 1: TV at home, newspapers, magazines and TV in school. Note that three of these sources (TV at home, newspapers, magazines) on an average are of primary utility in developing the four concepts.

In cases where significant differences occur it is hypothesized that (1) variation in one or several of the factors is present and (2) these variations are non-random in the sense that the majority will contribute towards lower utility in one setting and higher utility in the other setting. The consistent higher utility of interpersonal sources among Seattle subjects in the development of orientations about WAR and/or CAUSES OF WAR suggests the possibility that these sources are (1) used longer time-wise,

(2) more relevant to the two concepts, (3) more intense in the interactions (efficient presentation form), and (4) of higher credibility. Note also that the father is of more utility among Americans in the formation of WAR PREVENTION orientations.

Thiswriter tends to believe that explanations (2) and (3) are more appropriate than (1) and (4). It is expected that the intensity of interactions about WAR and CAUSES OF WAR will vary according to the degree of current and foreseeable personal involvement in war. This possibility would seem to be more imminent in the United States than in Canada at the time the data were gathered in the Spring of 1971.

The consistent higher utility of print sources among Vancouver subjects indicates that Canadian subjects' reading habits (time, intensity) are different and/or the selection of books is different. The amount of exposure to books and textbooks among high school students is probably greater in Canada than in the United States and/or the content of the books are more relevant to war and peace concepts.

Especially movies, but also other non-print media are of greater utility among Vancouver subjects. This, again suggests different duration of exposure and/or difference in types of programs seen. The likeliest explanation is that

Canadian youngsters are more frequently exposed to programs that furnish information about peace and war. Content of religion is of more utility among Seattle subjects than among Vancouver subjects. This may have its cause in more exposure to religious ideas relevant to war/peace, or the intensity of viewing the problem of war/peace from a religious viewpoint is greater in the U. S. setting due to the involvement in Vietnam. It is unlikely that the credibility of originator is higher in the United States than in Canada.

Overall, six sources are of significantly greater utility for the Seattle subjects in the development of the concepts WAR and CAUSES OF WAR, whereas the corresponding number for Vancouver subjects is four. Only one source is of significantly <u>greater</u> utility for the Seattle subjects in the development of orientations towards PEACE and/or PREVENTION OF WAR, whereas five sources are rated significantly higher among Vancouver students for these concepts. This finding shows that more sources of orientation in the U. S. at the time this study was done were geared to the development of notions about WAR and CAUSES OF WAR than the development of notions about PEACE and PREVENTION OF WAR. On the other hand, Canadian subjects seem to regard parts of the communication structure more conducive to the development of orientations about PEACE and PREVENTION OF WAR.

Impact of sources on orientations towards MORALITY seem to be quite evenly distributed with two interpersonal sources more important for Seattle subjects and books and theater movies more important for Vancouver subjects. Teachers and three non-print media exert a greater impact among Vancouver subjects upon orientations about the question of AVOIDANCE and father plays the same role among Seattle subjects. Finally, the utility ratings of interpersonal sources do not differ when it comes to orientations towards HUMAN NATURE, whereas print and non-print media are much more important in Vancouver than in Seattle. These conclusions may be explained in terms of the four criteria previously discussed, viz. duration of exposure, degree of relevance of content to concept, degree of efficiency in presentation form, and degree of credibility of originator of communication. To find answers to the process of international socialization it seems important to investigate the impact of the interplay of these variables. In cases when samples are drawn from all categories of societies, one would also have to consider the existence or nonexistence of communication agents.

Table 1: Significant differences ($P < .05$) between means of scales for the Seattle sample vs. the Vancouver sample (S=Seattle, V=Vancouver)

		WAR	PEACE	CAUSES	PREVENTION
Interpersonal	Father	S>V		S>V	S>V
	Mother	S>V		S>V	
	Others in family				
	Friends	S>V		S>V	
	Teachers	S>V			
	Minister or Teacher in church				
Print	Books	V>S		V>S	V>S
	Textbooks	V>S	V>S	V>S	V>S
	Newspapers				
	Magazines				
Non-print Media	Movies in theaters	V>S	V>S	V>S	V>S
	Movies in school	V>S			V>S
	Radio		V>S		V>S
	TV in school				
	TV at home				
Religion	Content of religion	S>V	S>V	S>V	

Table 2: Significant differences ($p > .05$) between means of scales for the Seattle sample vs. the Vancouver sample (S=Seattle, V=Vancouver).

		MORALITY	AVOIDANCE	HUMAN NATURE I	HUMAN NATURE II	HUMAN NATURE III
Interpersonal	Father	S>V	S>V			
	Mother					
	Others in family					
	Friends	S>V				
	Teachers		V>S			
	Minister or Teacher in church					
Print	Books	V>S			V>S	V>S
	Textbooks			V>S	V>S	V>S
	Newspapers				V>S	
	Magazines					V>S
Non-print Media	Movies in theaters	V>S	V>S	V>S	V>S	V>S
	Movies in school		V>S		V>S	V>S
	Radio		V>S	V>S	V>S	V>S
	TV in school			V>S	V>S	V>S
	TV at home				V>S	
Religion	Content of religion		S>V		S>V	

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